Assessment Framework for Music

Step	AO1: Performing	AO2: Composing	AO3: Listening and Appraising	AO4: The Language of Music
I Can...	*Be able to perform music from a wide range of historical periods, genres, styles and traditions using voices, instruments and music technology individually and as part of a group*	*Be able to compose music using a wide range of instruments and technology individually and as part of a group*	*To understand through listening in particular how music is created, produced and communicated with increasing discrimination including the musical elements, appropriate musical notations and the works of great composers and musicians*	*To be able to review and evaluate music across a range of historical periods, genres, styles and traditions as well as that of their own and others*
8	Perform extended pieces of music that are accurate and fluent • Demonstrate outstanding performance skills, showing high levels of confidence and technical ability • Play effectively with other performers, showing the ability to stay in time without errors • Perform my main instrument to an audience accurately, with expression in a convincing and stylish manner.	• Compose pieces that demonstrate the ability to use a wide range of techniques, within the context of the music • Handle The Elements of Music with consistency, across a range of different styles, genres and traditions • Make significant use of all elements of music within composition • Use devices fully in my work, such as cadences, syncopation, cross rhythm, chromatic notes, synthesised sounds • Develop structure with high levels of competency, such as using ternary, rondo or pop song structure.	• Discriminate well between musical styles, genres and traditions, commenting critically on how The Elements of Music are exploited. • Demonstrate highly accurate score-reading skills and a clear understanding of music notation and symbols • Listen to music and give a robust opinion on whether I like or dislike the piece.	• Assess and review my work and that of my peers accurately • Accurately evaluate music across a range of historical periods • Deploy the full spectrum of the "Elements of Music" when analysing pieces
7	• Play more challenging parts on my own instrument or the keyboard, following complex rhythms with very good accuracy. • Shape my performance using articulation, expression and phrasing • Perform in a group and can make appropriate adjustments to my part, such as adjusting dynamics • Perform my main instrument with some sense of expression in a stylish manner.	• Compose pieces that demonstrate the ability to use techniques, within the context of the music • Make significant use of all elements of music within composition • Compositions combine and build on previous work and have a sense of completion • Use devices regularly in my work, such as cadences, syncopation, cross rhythm, chromatic notes, synthesised sounds	• Discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, and justifying the conclusions that have been drawn • Read notation accurately and have a consistently firm understanding of music notation and symbols • Listen to music and stat5e reasons for liking or disliking it	• can write accurate descriptions, using technical vocabulary to give detailed answers • can evaluate and make critical judgements about the use of musical conventions and other characteristics
6	• sing or play solo and ensemble pieces with a strong sense of fluency, accuracy and confidence • perform longer parts that are mainly accurate and fluent • show robust understanding of chords and melodies • play from a musical score or using a backing track taking opportunities to shape the music. • coordinate their part with the other performer(s), considering timing	• create coherent compositions, that require only a little more use of technique to sound finished and structured. • make very good use of most elements of music within composition • use devices regularly in my work, such as cadences, syncopation, cross rhythm, chromatic notes, synthesised sounds	• identify key musical features such as melodic or rhythmic devices • analyse music in detail, using key words and musical terms • relate music to the context in which it was written • identify conventions used in different times and places • have a clear understanding of treble clef notation	• can evaluate how different contexts are reflected in their own and others' work • can make critical judgements about music across a range of historical periods
5	• sing alone and in ensemble with some fluency, accuracy and confidence • perform my instrument in a broadly accurate way , with some errors • show awareness of the needs of others in a group task • perform longer parts from memory and/or from music notations, showing understanding of the notes on a stave	• compose pieces that demonstrate the ability to use several techniques, within the context of the music (the style etc.) • handle resources to some extent, across a range of different styles, genres and traditions • make some use of all elements of music within composition • use devices at times in my work, such as cadences, syncopation, cross rhythm, chromatic notes, synthesised sounds • Develop structure with some sense of competency, such as using ternary, rondo or pop song structure.	• explore the contexts, origins and traditions of different musical styles • have a good understanding of treble clef notation • identify and discriminate between different scales (major, minor etc.)	• describe and compare musical features in listening tasks, using appropriate vocabulary • evaluate the success of my work and set realistic targets for refinement

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4	• sing with expression, such as through dynamics and phrasing • demonstrate a high level of confidence in performance • maintain an appropriate role within a group (leading, solo part or support) • realise a piece of music using appropriate notation • perform fluently and accurately on the keyboard or my main instrument	• compose pieces that demonstrate the ability to use techniques, within the context of the music (the style etc.) but not consistently • handle resources to some extent, across a range of different styles, genres and traditions • Use the elements of music competently, addressing each of them within your composition.	• identify different genres of music and their features in a listening task • have a reasonable grasp of treble clef notation • identify notes of the keyboard without support	• evaluate how venue, occasion and purpose affect the way music is created, performed and heard • consider successful/non-successful outcomes and improve their own and others' work
3	• sing in tune with some expression • Perform adequately with some accuracy, but fluency may be affected by errors • know some notes on a musical stave • keep my own part going in a group performance • be accurate in straightforward passages • know the notes of the keyboard, with the aid of a note guide	• compose pieces that show several techniques, within the context of the music (the style etc.) • handle resources with some accuracy, across a range of different styles, genres and traditions • show a basic understanding of how to use all the main elements of music in my work • use some devices at times in my work, such as 12 bar Blues structure, a timbre changes, key changes	• recognise music elements and comment on their use in listening tasks • identify rhythmic musical symbols (crotchets, minims etc.) • understand the basics of notation	• suggest improvements to their own and others' work
2	• sing in tune with reasonable fluency and some sense of intonation • perform simple parts on the keyboard (note guide + one finger) • usually keep in time with others • Use basic notation • Perform with no conscious sense of style	• compose pieces that show 1 or 2 techniques, within the context of the music (the style etc.) • handle resources simplistically, across a range of different styles, genres and traditions • use some devices at times in my work, such as basic structure, a single timbre change, a single key.	• identify different instruments and groups of instruments • recognise basic musical symbols (treble clef, stave etc.) • recognise a range of musical element keywords	• make basic improvements to their work • able to make simple comments to justify opinions
1	• Attempt to sing with others • Attempt to sing alone • Find a C key on a keyboard • repeat simple patterns (clapping/untuned percussion)	• use 1 device within my work, that may be incoherently • select appropriate sounds for compositions • attempt to follow a basic structure such as binary form.	• recognise a range of instrumental sounds • accurately use some music element keywords • demonstrate my knowledge of some keywords for a range of topics	• make a basic review or evaluation of the music independently